

## Mary Bramlett Elementary

301 Spruce Street  
Gaffney, SC 29340

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	294 Students	
<b>Principal</b>	Mrs. Audrey McClary	864-489-2831
<b>Superintendent</b>	Dr. William B. James	864-902-3500
<b>Board Chair</b>	Mrs. Sandra B. Greene	864-902-3542

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	58	36

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Below Average	Yes
<b>2005</b>	Unsatisfactory	Unsatisfactory	No
<b>2006</b>	Unsatisfactory	Below Average	No

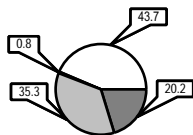
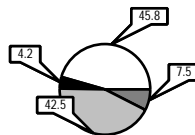
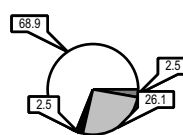
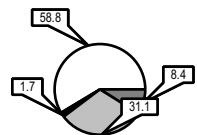
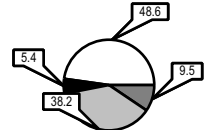
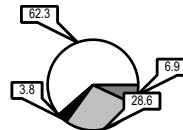
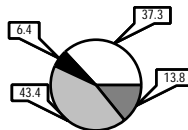
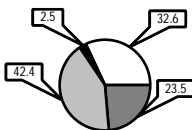
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	144	100.0	42.3	37.4	19.5	0.8	28.5	Yes	Yes
<b>Gender</b>									
Male	71	100.0	57.8	31.3	10.9	0.0	17.2	N/A	N/A
Female	73	100.0	25.4	44.1	28.8	1.7	40.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	32	100.0	17.9	53.6	28.6	0.0	32.1	I/S	I/S
African American	105	100.0	46.7	34.4	17.8	1.1	28.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	126	100.0	38.7	37.7	22.6	0.9	33.0	N/A	N/A
Disabled	18	100.0	64.7	35.3	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	144	100.0	42.3	37.4	19.5	0.8	28.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	137	100.0	39.8	39.0	20.3	0.8	29.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	137	100.0	43.6	36.8	18.8	0.9	26.5	Yes	Yes
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	144	100.0	46.3	42.3	7.3	4.1	17.9	No	Yes
<b>Gender</b>									
Male	71	100.0	56.3	34.4	6.3	3.1	14.1	N/A	N/A
Female	73	100.0	35.6	50.8	8.5	5.1	22.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	32	100.0	39.3	35.7	14.3	10.7	35.7	I/S	I/S
African American	105	100.0	47.8	44.4	5.6	2.2	13.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	126	100.0	41.5	46.2	8.5	3.8	19.8	N/A	N/A
Disabled	18	100.0	76.5	17.6	0.0	5.9	5.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	144	100.0	46.3	42.3	7.3	4.1	17.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	137	100.0	45.8	42.4	7.6	4.2	18.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	137	100.0	48.7	41.0	6.8	3.4	15.4	No	Yes
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	144	100.0	69.1	25.2	2.4	3.3	5.7
<b>Gender</b>							
Male	71	100.0	75.0	20.3	3.1	1.6	4.7
Female	73	100.0	62.7	30.5	1.7	5.1	6.8
<b>Racial/Ethnic Group</b>							
White	32	100.0	53.6	32.1	7.1	7.1	14.3
African American	105	100.0	72.2	24.4	1.1	2.2	3.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	126	100.0	67.0	27.4	2.8	2.8	5.7
Disabled	18	100.0	82.4	11.8	0.0	5.9	5.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	144	100.0	69.1	25.2	2.4	3.3	5.7
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	137	100.0	67.8	26.3	2.5	3.4	5.9
<b>Socio-Economic Status</b>							
Subsidized meals	137	100.0	72.6	23.1	1.7	2.6	4.3
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	144	100.0	58.5	31.7	8.1	1.6	9.8
<b>Gender</b>							
Male	71	100.0	64.1	26.6	7.8	1.6	9.4
Female	73	100.0	52.5	37.3	8.5	1.7	10.2
<b>Racial/Ethnic Group</b>							
White	32	100.0	46.4	46.4	7.1	0.0	7.1
African American	105	100.0	61.1	27.8	8.9	2.2	11.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	126	100.0	57.5	31.1	9.4	1.9	11.3
Disabled	18	100.0	64.7	35.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	144	100.0	58.5	31.7	8.1	1.6	9.8
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	137	100.0	57.6	32.2	8.5	1.7	10.2
<b>Socio-Economic Status</b>							
Subsidized meals	137	100.0	61.5	30.8	6.0	1.7	7.7
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	51	100.0	52.2	34.8	13.0	0.0	13.0
	4	44	100.0	44.1	47.1	8.8	0.0	8.8
	5	53	100.0	55.6	37.8	6.7	0.0	6.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	42	100.0	25.0	38.9	36.1	0.0	36.1
	4	49	100.0	55.0	27.5	17.5	0.0	17.5
	5	53	100.0	44.7	44.7	8.5	2.1	10.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	51	100.0	65.2	32.6	2.2	0.0	2.2
	4	44	100.0	41.2	41.2	11.8	5.9	17.6
	5	53	100.0	51.1	37.8	8.9	2.2	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	42	100.0	52.8	44.4	2.8	0.0	2.8
	4	49	100.0	47.5	35.0	10.0	7.5	17.5
	5	53	100.0	40.4	46.8	8.5	4.3	12.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	51	100.0	80.4	19.6	0.0	0.0	0.0
	4	44	100.0	70.6	26.5	2.9	0.0	2.9
	5	53	100.0	77.8	17.8	4.4	0.0	4.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	42	100.0	66.7	33.3	0.0	0.0	0.0
	4	49	100.0	65.0	25.0	7.5	2.5	10.0
	5	53	100.0	74.5	19.1	0.0	6.4	6.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	51	100.0	56.5	43.5	0.0	0.0	0.0
	4	44	100.0	38.2	58.8	2.9	0.0	2.9
	5	53	100.0	73.3	24.4	2.2	0.0	2.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	42	100.0	47.2	44.4	8.3	0.0	8.3
	4	49	100.0	55.0	30.0	12.5	2.5	15.0
	5	53	100.0	70.2	23.4	4.3	2.1	6.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 294)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.5%	Down from 3.7%	4.0%	2.8%
Attendance rate	95.7%	Up from 95.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	1.2%	Down from 3.2%	3.6%	10.4%
On academic plans	73.0%	N/AV	48.9%	33.6%
On academic probation	50.0%	N/AV	2.3%	1.0%
With disabilities other than speech	3.4%	Down from 9.1%	7.5%	7.5%
Older than usual for grade	2.2%	Up from 1.7%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n= 28)</b>				
Teachers with advanced degrees	50.0%	Down from 58.1%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	5.2%	2.4%
Teachers with emergency or provisional certificates	4.0%	Up from 3.8%	3.0%	0.0%
Teachers returning from previous year	84.5%	Up from 83.0%	83.0%	87.3%
Teacher attendance rate	94.4%	Up from 93.2%	94.5%	94.9%
Average teacher salary	\$41,887	Up 2.5%	\$41,599	\$42,485
Prof. development days/teacher	15.1 days	Down from 15.9 days	15.0 days	13.3 days
<b>School</b>				
Principal's years at school	5.0	Up from 0.0	5.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 14.0 to 1	16.4 to 1	18.6 to 1
Prime instructional time	86.5%	Up from 84.7%	88.2%	89.7%
Dollars spent per pupil*	\$9,658	Up 9.6%	\$7,927	\$6,557
Percent of expenditures for teacher salaries*	61.7%	Down from 61.8%	59.9%	64.0%
Percent of expenditures for instruction*	66.4%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The Mary Bramlett Elementary School Family experienced a year of wonderful and exciting opportunities. This year was full of challenges and successes. Our main focus this year was to provide a safe environment necessary for students to learn. Through the collaborative efforts of the school, parents, and community members, along with a strong professional development program, we were able to reach our ultimate goal of providing a quality education to our students. A variety of instructional methods and strategies were utilized to strengthen and expand the school's program to meet the needs of the students and teachers.

High Expectations for students and faculty were stressed.

MAP scores, Stanford scores and Dominie scores were analyzed to determine strengths and weaknesses of classes and students. This data helped drive the school's curriculum instruction.

Technology was emphasized as a means to increase motivation of students to help increase student achievement.

Reading First grant continued to be used to emphasize literacy skills in 5K-3rd grades.

Professional Development was provided for teachers and assistants to increase effectiveness.

Mary Bramlett School was in partnership with the Boys and Girls Club, which provided a homework program for our students.

Teacher/parent/student communication was very important for a child's success in school. Communication was delivered through conferences, workshops, newsletters, websites, phone calls, class newsletters and home visits.

Congratulations:

Mrs. Linda Wallace: Teacher of the Year - 2005-2006

Mrs. Renee Hill: Distinguished Reading Teacher - 2005-2006

Thanks to our teachers/staff, students and parents for an excellent school year!

Dr. Zara R. Barnhill, Principal

Mrs. Beth Peeler, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	28	48	21
Percent satisfied with learning environment	60.7%	95.8%	81.0%
Percent satisfied with social and physical environment	51.9%	87.5%	76.2%
Percent satisfied with school-home relations	35.7%	89.4%	81.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.